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ABSTRACT

This profile in outline form of the English language teaching situation in the Sudan discusses the role of English within the educational system and in Sudanese society. Areas covered include English language requirements in terms of hours of instruction, curricula for primary, secondary and higher education, evaluation, teaching staff and teacher education, teaching materials, British support for English language teaching, and the role of English outside the educational system. (CLK)

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ENGLISH-TEACHING INFORMATION CENTRE

ENGLISH LANGUAGE TEACHING PROFILE

September 1977

Country: SUDAN

1. Role of English

1.1 During the years 1964/7 English was replaced by Arabic as the medium of secondary education. English has been retained as the teaching medium at Khartoum University and Khartoum Polytechnic. Because of this change within the secondary school system, there has been a sharp decline in the general standard of English proficiency of educated younger Sudanese. In higher education this has been partly countered by the establishment of an English Language Service Unit (ELSU) at the University of Khartoum, but the Unit can meet only University needs.

1.2 Many Sudanese officials of junior executive rank and those in equivalent positions in the general work force now speak little or no English. The language is used in official and commercial correspondence only by those who have regular dealings with foreigners. The motivation of Secondary school learners of English is proportional to their chances of tertiary education. Although it is implied policy to change to Arabic medium at the University, no future date has been set for this as the pedagogical and practical obstacles are formidable. It is not impossible that a further decline in standards of English among new undergraduates could force the issue and hasten the change to Arabic, at any rate in the Arts Faculty.

1.3 For reasons of motivation the function of English is therefore chiefly that of a vehicle of higher education. It is in the early stages of higher education that British support activities are most needed and most effective in terms of cost efficiency. The Sudan Government is conscious of the benefits from a high level of competence in English. These include outlets for its trained people in neighbouring oil-rich states and an independent and still high quality system of tertiary education.

2. English within the Educational System

2.1 Levels and hours taught Until 1970 the school system provided 4 years primary, 4 years intermediate and 4 years secondary schooling. English was begun in 1st year Intermediate and had 9 x 40 min periods a week for the 4 years; in the secondary stage it had 9 periods a week. In May 1970 the Ministry's 'New Educational Policy' reformed the ladder to give more children longer at school and a curriculum more relevant to national aspirations. The New System provided for 6 years of primary education, from which selected pupils would go forward to 3 years at General Secondary school and, after selection, to 3 years at Higher Secondary. This is the system now in use. Pupils begin English at the age of 13 or 14, that is at the beginning of General Secondary, with 9 periods a week for the 3 years. In the Higher Secondary course, pressure from other subjects, including French (introduced in 1970) reduced the number of English periods to 6 a week in the first year and 4 a week in the second and third years. The present position is that there are 7 periods plus 4 extra in final 3rd year for those doing English Literature. It is hoped to increase this to 8 when teachers are available. 'English Literature' is a separate subject in the Higher Secondary School Certificate Examination (formerly Sudan School Certificate).

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2.2 Some Higher secondary schools in Southern Sudan and some independent schools (Unity High School for Girls, the Sisters' School and the Comboni group) still have English medium instruction in all subjects and an alternative English medium examination is set by the Ministry of Education. The independent schools are permitted to enter pupils for the 'O' level examination of the Oxford Examinations Board.

2.3 Proposals made in April 1975 for curriculum reform in Higher Secondary schools (referred to above) were intended for implementation at the beginning of the 1975/76 school year in August 1975, but may now have to be deferred because of staff problems. Under the new policy division into Arts and Science classes will not take place. A core of four compulsory subjects is to be taught over the three years of the course and a choice of options offered. French may be dropped as an option. The four compulsory subjects are to be Arabic, Religion, Mathematics and English.

2.4 School Examinations

a. General Secondary School Final and Higher Secondary School Entrance is taken at the end of the General Secondary course. There are two English papers, ie one paper of 2 hours includes composition, summary and some multiple choice questions on structures. A second paper of 2 hours includes composition, comprehension by multiple choice and some multiple choice questions on structures. A Literature paper of 2 hours (short multiple choice answers on 2 books).

English is not an obligatory pass for Higher Secondary entrance.

b. Higher Secondary School Certificate Examination (formerly Sudan School Certificate) is taken in May at the end of the final year. In 1971 new type English papers were introduced. There are two papers, each of 2 hours. The first consists of a composition (single subject with notes as guidance), multiple choice comprehension, and multiple choice structure and idiom completion. The second paper has a composition (one subject to be chosen from six with less guidance), summary (2 questions asked about a factual passage) and structural selection.

English Literature has a separate 2 hour paper.

In 1975 the average mark in the Language papers was very low. Marks are scaled up most years.

British Overseas School Certificate examinations are now offered in only one group of independent schools.

Khartoum University sets a special examination for those candidates for entrance who failed to obtain HSSC Credit in English.

2.5 Syllabus and Textbook Selection Syllabus revision and textbook selection for all secondary schools is the responsibility of the Ministry of Education. Decisions should be made by a subject panel of about 12 members, with the University and the Inspectorate represented. Recommendations are then made to the Minister, who makes the final decision himself on matters concerning curricula and materials. In practice, the decisions are made within the Curricula and Books Section.

2.6 Inspection The Inspectorate operates independently of the Syllabus and Curriculum Section of the Ministry and is concerned with the efficiency of teaching rather than content and materials. Inspection has been decentralised and there are no longer chief inspectors of subjects. There is a general shortage of inspectors of English.

2.7 Khartoum University The English Department of the Faculty of Arts has a staff of about 12 effective members, several being away on secondment. The Department offers an Honours Degree in English with specialization in Literature, Drama or Language and Linguistics. The last option contains courses on ELT and Applied Linguistics. The number of Honours Students in recent years has been small (usually less than 10). The Department also offers a General Degree in English with another Subject as Ancillary. Apart from its own students, it provides service courses of 6 hours per week in the first year and will extend this to the second year in 1978/79. The Department also in theory offers a Diploma in TEFL, but staffing and accommodation problems have not yet enabled it to make a proper start on this. The English Language Servicing Unit (ELSU) is a recognised separate department of the University and is affiliated to but not really part of the Faculty of Arts. It has a staff of about 15. It offers ESP at various levels, (from 1977/78 also to certain postgraduates) but the major part of its work is with service English for all the first year students in the University except those in the Faculty of Arts.

2.8 The Islamic University This University has about 500 students studying mainly Arabic and Religion and a reputedly good English Department.

2.9 Cairo University (Khartoum Branch) About 7,000 students with Faculties of Arts, Law and Commerce.

2.10 Khartoum Polytechnic (KTI) This is no longer a single institution but a complex of independent Technical Institutes scattered over the country, eg commerce and building at Port Sudan, mechanical engineering at Atbara. It is hard to tell whether this arrangement will be permanent or not. The present pattern of intensive preliminary ELT has ODM financed support in the shape of Council-recruited Category IV staff, who is Head of Department.

2.11 The Sudan English Language Teaching Institute (SELTI) This Institute was established in April 1975, financed by the Sudan Government (with ODM support for hardware) and for the initial period was being operated jointly by the Ministry of Education and the British Council. Executive control is intended to rest with the Sudanese Executive Director. A Category IV Academic Director has been recruited. Courses are designed for technicians and others about to undertake further training in Britain. Turn-over will be around 500 per annum, but see also under Teaching Training para 3.

3. The Teaching Cadre and Teacher Training

3.1 General Secondary teachers of English, with very few exceptions, are all Sudanese. Many teachers (all subjects) in GS schools are unqualified. However a massive drive to up-date unqualified teachers has already been initiated and is planned to catch up with the backlog over the next few years. The following are notes on the teacher training resources involved:

(a) In general, qualified men teachers are trained at Bakht-er-Ruda. The HSS certificate is neededfor entry to this and all teacher training centres and similarly the Bakht-er-Ruda Syllabus forms the basis of courses at all Teacher Training centres. The Bakht-er-Ruda pattern of English teaching was developed by John Bright and in its time was well suited to the resources and trainees' needs, enabling them to

teach their course books in a sound professional manner. Over the past few years the 1½ to 2 year Bakht-er-Ruda training course has been telescoped to one year and the quality output has thus suffered. Forward planning using other resources mentioned below should gradually restore the proper length of training.

(b) The course at the Women's Teacher Training College (WTTC) in Omdurman remains 2 years. For this and the Men's course at Bakht-er-Ruda teachers must have at least two years' teaching experience. In practice, this is now often a good deal more. There is in addition at the Omdurman WTTC a special evening training course for men. At present, this is the telescoped Bakht-er-Ruda course and lasts for a year. It is another aspect of the drive to up-date teachers and is planned in time to expand to 2 years.

(c) A new General Secondary Teacher Training Centre, being built by the World Bank, is expected to open for the 1977/78 academic year. This will be a 2 year PRE-SERVICE course with a mixed intake of 300 trainees.

(d) Another part-time opportunity of in-service training on Bakht-er-Ruda lines has been offered for the first time this year by the Ministry's In-Service Educational Training Institute (ISETI). This is financed by UNESCO funds and in the past has only dealt with primary teacher training. The GS teachers' course lasts for 3 years during which period it hopes to train 310 teachers through centres at Khartoum, Omdurman, Wad Medani and Nyala. The University's English Language Servicing Unit and the Department of Linguistics as well as the British Council are currently assisting, in a small way, with special tape recordings and other materials and continued liaison between these bodies is planned through an ELT consultative committee.

3.2 In the Higher Secondary Schools the teachers of English population is grouped roughly as follows:

(a) 37% with academic qualifications in English and Professional Training. These include HTTI graduates and graduates of Khartoum and other universities who have done the Leeds or other postgraduate diplomas.

(b) 37% without proper professional training. These include 8% with degrees that include English but without teacher training, 22% with academic qualifications in other subjects but not in English and without teacher training, and 7% completely unqualified. The teachers with degrees in other subjects are Khartoum University graduates who are assumed to be capable of teaching English because their degrees were studied through the English medium

(c) About 65 expatriates including 'volunteers' (<u>not</u> belonging to VSO) and Egyptians. The sixty or so 'volunteers' have been, until this year, specially recruited in Britain by an expatriate wife serving in the Sudan's Ministry of Education and on the Ministry's behalf. This year thepost has been Sudanised in order that this will be expedient to help fill the teachers of English gap and will be continued. They are recruited to teach English and are paid slightly more than VSO volunteers with similar conditions of service.

3.3 The best Khartoum University graduate teachers are those who have done a Teaching Diploma in Britain, often on the special Leeds University Course for Sudanese teachers. Owing to shortage of funds this facility has now ceased and the University are now committed to their own TEFL Course as a substitute. Arrangements for this are very advanced and it should start during this academic year (1977-78).

3.4 The former Higher Teacher Training Institute (HTTI - Omdurman) is now merged into Khartoum University as its Faculty of Education. This fact means that the Ministry has no control any longer of the training of these teachers. It now offers a four year degree course (BEd) with general professional training, subject specialization and practical teaching. Students specialize in two subjects and the output of teachers of English is about a dozen a year. In the past, the course in English has been excessively academic and literary with inadequate demonstration and poor supervision of teaching, but older graduates, with the advantage of having had their secondary education in English, are some of the best teachers. A new syllabus was introduced in 1970 but staffing and administrative problems, particularly the effective supervision of teaching practice, remain. Like the other higher educational institutions it has had to try to remedy the poor standard of English of new entrants in recent years by giving 1st Year students a special course taught by an expatriate member of staff (UNDP). There are plans, dependent on a World Bank loan, for enlargement of the Faculty. Many graduates (BEd) of the Faculty of Education become teachers of English in the Higher Secondary School system, but not all have graduated in English. In this sense they are classed as 'unqualified' and require further training.

3.5 There are currently (Sept 1977) about 16 VSOs (Voluntary Service Overseas) in the Sudan attached to the Ministry, most of whom teach in technical/vocational schools, mainly outside Khartoum. They teach technical subjects through English only, if they do not know Arabic (and when some translation services are required).

3.6 Also geared to the massive drive to up-date unqualified teachers is the annual 3/4 week Council/ODM sponsored ELT Seminar. Three have already been held for 30 and 83 and 100 teachers respectively. They include both GS and HS teachers of English and latterly GS inspectors.

3.7 <u>The Sudan English Language Teaching Institute</u>

3.7.1 SELTI was established in April 1975, financed by the Sudan Government (Ministry of Education at this initial stage) with British support for hardware and software. Executive control rests at the moment with a Sudanese Executive Director and a British expatriate has been recruited as Academic Director. Courses are designed in ESP for technicians and others about to undertake further training in Britain or locally in Khartoum.

3.7.2 As a result of numerous meetings between officials of the Ministry of Education (M of E), the Ministry of Public Service and Administrative Reform (MPSAR) and the British Council, the immense potential SELTI held for the Sudan was recognised and discussed.

3.7.3 All three bodies agreed that SELTI should have four broad levels of activity; these were;

(a) Courses designed for technicians and others about to undertake further training overseas.

(b) As for (a) but to satisfy local needs.

(c) Teacher Training.

(d) Direct Teaching of English.

3.7.4 Other planning decisions taken included:

(a) Long-term financing of SELTI would be the responsibility of the MPSAR with contributions for teacher training activities by the M of E who would also be responsible for providing counterpart teachers to all expatriate appointments. An approved MPSAR budget is now a fact of life (August 1977).

(b) The SELTI Directors were given the immediate go-ahead to take over larger or additional premises and the search for these has resulted in a large building being taken over in a good central position in Khartoum.

(c) The appointment of a Board of Governors to assist the SELTI Directors with advice on executive and professional matters - to help ensure the full exploitation of the Institute's potential by advertising its presence and the services it had to offer locally as well as promoting its expansion in due course to associated centres throughout Sudan. This is now well advanced and the first meeting due to be held in September 1977.

(d) The MPSAR would initiate administrative procedures which would allow the maximum time for the training of TCTD awards. The Director of Training has also stated that there would be no objection to all his nominees being trained at SELTI whether it was certain or not that those nominees were eventually accepted by institutions in the UK. This was a further time-saving factor towards making future training at SELTI more efficient.

3.7.5 Although the raison d'etre for SELTI is English for occupational purposes stated in para 5.3(a) and (b) above, the realisation of its potential to offer specialist teacher training facilities in the teaching of English as a foreign language (TEFL) would satisfy a very important and urgent need in the secondary education system. This urgency has been critically enhanced by the cancellation, because of lack of finance, of the long standing arrangements whereby selected English teachers are sent by the Ministry of Education for a year's training in Britain. Hence, the inclusion in the Ministry's Air Request of expatriate teacher-training experts to help facilitate TEFL courses at SELTI. The detailed proposed comprised:

(a) A TEFL course of one year's duration incorporating methodological and remedial aspects. The first course will be starting in October of this year (1977).

(b) About 30 non-graduate teachers will be involved. The total from year to year might be governed by the facilities currently available at the time. The new Institute building will eventually cope physically with a course of approximately 40.

(c) The level of teacher training should be influenced by the fact that this will be in-service training for non-graduates who have taught in GS schools for at least two years. This will be qualified teachers in that they will have been through the telescoped Bakht-er-Ruda training, taking English as one of their special subjects.

(d) They will all return to GS schools on completion of training. However, if the shortage becomes critical in Higher Secondary Schools a few might be promoted. This has taken place already to a very limited extent.

4. Teaching Materials (Secondary Cycle)

4.1 Finance All school books are supplied free and the Ministry's provision in the past has been very generous although present financial stringency has cut off the flow and makes particularly difficult the publication of new English materials specially for the Sudan.

There is now a shortage of basic English course books. This is partly a problem of hard currency and partly slow bureaucratic procedures.

4.2 General Secondary Books, some now outdated, have been temporarily adopted from the old Intermediate syllabus. They are: F G French 'English for Africa', J A Bright 'Handwriting', 'White Nile Readers', and 'Junior English Composition and Grammar', H E Palmer 'New Method Practice Books' and M West 'New Method Readers'.

Books are prescribed and supplied by the Ministry and the pattern is one of national uniformity.

The Ministry of Education has made an agreement with Longman Group Ltd to provide a new comprehensive Six Year English Course for Sudan. The books for the 1st years of General Secondary and Higher Secondary School respectively are under active preparation and are being trialed in a number of schools. It is hoped to introduce these two books in July 1979 at the latest.

4.3 Higher Secondary In the past when English teaching was set in an old-fashioned British pattern a good deal of formal grammar was taught, so that a great many unsuitable books are in stock in schools. Three years ago, however, the Ministry began to limit the choice of Heads of Department in their ordering of books in the form of a list of recommendations. Regrettably the principal recommendation for language work was Mackin 'A Course of English Study: Readers 1/3' which are culturally remote and are not intended to be a systematic structural course at all. Enterton and Thornley's Grammar and W S Allen's 'Living English Structure' are also frequently used, although stocks of Allen's books are not being re-ordered A recent successful innovation has been Gordon Green 'Read, Think and Answer' for Form 2 comprehension work. Sets of suitable graded readers are now in most schools. For Form I Longmans Simplified Series sets a realistic standard and for Form 3 Longmans Bridge Series, New Oxford Supplementary Grade 6 and Nelson Reading Today are recommended.

For Higher Secondary School Certificate (HSSC), Literature paper two books (one play and one novel) are to be studied from a prescribed list.

A locally produced (Hashim Awad, etc) 'Background Science Reader' is being used in the third year.

4.4 Khartoum University (English Language Servicing Unit) This Unit services all Facultics where ESP is required. The team under the Director (John Swales) prepares its own materials (Law, Physics, Engineering...) and engages in a great deal of research into Applied Linguistics with reference to ESP. The principle is to use the actual science texts as the basis for ELT materials whenever possible. Some of this research (including samples of teaching materials) is published in ELSU's bulletin (ESP in the Middle East and North Africa - ESPMENA) and widely distributed in the Arab World (see also 2.7).

4.5 Ancillary Materials The British Council, from its Omdurman Office, operates a Book Box Scheme to provide supplementation of the British libraries of schools (and other institutions). It is popular and provides a way in which library services can be extended and adapted to meet Sudan's needs.

5. ELT Support

British support for English-teaching personnel may be divided into those who are Council-recruited 'Cat IV' (ODM-supported) and those coming within BESS (also ODM-supported, but usually recruited by the IUC).

5.1 Khartoum University - English Department

Mrs Isobel Abaza (Lecturer). Literature (BESS).

English Language Service Unit (ELSU)

Mr John Swales (Director) (BESS)
Mr James Croft (Senior Lecturer) (BESS)
Mr Edward Lloyd (Senior Lecturer) (BESS)
Mr Philip Skeldon (Lecturer) (BESS)
Mr Mike Fries (Lecturer) (BESS)
Mr Paul Fanning (Lecturer) (BESS)
Mr Anthony Bex (Lecturer) (BESS)

5.2 Khartoum Polytechnic - English Department

Mr Wilson Hindle (Head) (Cat IV)

5.3 Ministry of Education - English Curricula and Books Section

Mr Julian Corbluth (Adviser) (Cat IV)

5.4 Sudan English Language Teaching Institute (SELTI)

Mr Geoffrey Foard (Academic Director) (Formerly Cat IV - new KELT)
Mr Robert Vincent (Lecturer in ESP) (KELT)
A second Lecturer is being appointed and should reach post before the end of 1977.

6. Other ELT Support

6.1 Commercial Schools There are no private or commercial schools teaching English outside the educational system, although the need is becoming increasingly felt. This contrasts with the French (Alliance Francaise) and the Germans (Goethe Institute) and others. However, SELTI is coping increasingly with general English as well as for those requiring ESP.

6.2 'Volunteers' VSOs (Voluntary Service Overseas). There are 16 VSOs in the Sudan, attached to the Ministry, most of whom teach in technical/ vocational schools, mainly outside the capital. They teach technical subjects through English only if they do not know Arabic (and when some translation services are required).

Other schemes Another 65/70 volunteer expatriates have been recruited by the Ministry through other channels in Britain. They are paid ('honorarium') slightly more than the VSOs with similar 'conditions of service'. They are recruited to teach English.

6.3 Anglo-American Cooperation in ELT. There are few ELT activities undertaken by the USA mission. AT the moment the Cultural Centre holds one class for General English.

6.4 Sudan Association of Teachers of English (SATE) This Association, now dormant but being resuscitated publishes a useful newsletter with quite sophisticated articles from Sudanese and British members.

7. General Situation

7.1 Presupposing liaison with Government and its Institutions, the main function of the Council's ELT commitment is Consultancy (including Resource and Information), based on a statement of priorities laid down in the planned Country Programme, ie Key English Language Training (KELT) Scheme. The key areas of this scheme are reflected in this profile and centre particularly on SELTI's activities.

(a) Consolidation, improvement and promotion of key areas, forward planning.

(b) Routine tasks arising out of a particular testing (eg Technical Assistance awards).

7.2 The Key Institutions are:

- Teacher Training Institutes (TTIs) (for General and Higher Secondary) - the latter involving the Faculty of Education of the University of Khartoum (Ministry of Education)

- Sudan English Language Teaching Institute (SELTI) Both Ministry of Education and Council (KELT) support, particularly latterly, MPSAR are involved.

- Ministry's In-Service Educational Training Institute (ISETI).

- English Language Servicing Unit (ELSU) of the University of Khartoum with BESS support.

- English Department of the Khartoum Polytechnic, with Cat IV support.

- English Department of the University of Khartoum, with BESS support. This is heavily staffed with literature tutors.

- The English Curricula and Books Section of the Ministry of Education Adviser Mr Julian Corbluth.

7.3 The key areas of involvement are:

Teacher Training, ESP, Syllabuses and Methodology of the Training Colleges, particularly General Secondary, to enable ideas to infiltrate downward into the schools' system. Close liaison with Curricula and Books Section.

7.4 Teacher-training and the School System The general situation in Teacher-Training is transitional (from old training syllabuses to new), remedial (the presence of large numbers of untrained and unqualified teachers in schools); and pedagogical (new course books for the General Secondary). In-service training is currently meagre and spasmodic, but the increasing importance attached to Council/ODM support to SELTI and Educational Seminars (4 weeks during summer) will help replace the old method of relying on training a selected few in the UK. The problem is not one of quality but of quantity, in terms of immediate needs.

In the sphere of Direct Teaching and the use of English the situation is affected by many factors - the increasing importance attached to Arabic as medium; cuts in teaching time for English, because of pressure from other subjects; the poor availability of English textbooks, the absence of good infra-structures for English teaching, particularly in the provinces; lack of continuity (frequent transfer of teachers); student/pupil unrest leading to prolonged closures; and the immobility of the Inspectorate because of factors outside their control. Inevitably the centralisation of power and responsibility (although perhaps workable in France) within the capital produces its special problems - the problem of the supply of textbooks being typical. The lack of resources makes English teaching diffuse and the accepted total weekly teaching load of, an average, 12 hours is unproductive.

7.5 ESP SELTI is no longer embryonic and its ultimate potential is far reaching. The main motivation for its creation by the Ministry (spurred by the Council) was the need to deploy funds being used to provide training in English in Britain, to pre-training in English before leaving for overseas. The present situation provides a fairly clear picture: the old generation who benefited from education with English as medium present few problems (and are thus pure ESP materials); the younger generation - particularly those in vocational and technical spheres - have below average competence in English. Thus, they are not ESP material, and require general proficiency courses beyond those which SELTI was designed initially to undertake. This is a policy matter of crucial importance, for no other resources (eg commercial school) exist.

The situation in ELSU and the Polytechnic is no longer vitiated by prolonged student strikes. The basic structure in terms of trained staff is there (the staff assiduously research into and prepare their own teaching materials). Since May 1976 all the three ESP institutions have tended to coordinate their efforts, relying less on casual contact and more on organised meetings. This more coordinated and concentrated effort has come about through regular monthly ELT informal seminars (known as 'think-tank' meetings) arranged and chaired by ELO.

8. Prospects

An evaluation of Prospects must ultimately depend on the use of English within the general Sudanese economy, an answer to the question 'What do we want English for?' In the absence of an organised survey, the answer must be intuitive and impressionistic, derived from an inductive analysis of the past and present needs of those who demand post-educational system courses. These needs are usually determined by the Training Programmes of separate Government Institutions (including

para-government), and - in our case - linke
programme.

The Sudan is a classical case of a country
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PRIMARY	Arabic Medium, English as a
GENERAL SECONDARY	Arabic Medium, English as a
HIGHER SECONDARY	English Medium, Arabic as a

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on the other, and who thus need special a

On the restricted ELT-training side of the prospect of establishing a 'RELC-type' institute for the Arab world (with TEFL diplomas), as a development perhaps of SELTI is feasible and might well develop if 'think-tank' meetings continue resulting in increased coordination.

9. Sources

a. - Educational Profile, Sudan (British Council)

- Educational Profile, Sudan (UNESCO)

b. Planned Country Programme (KELT) Scheme outlined in the background report to the Aid Scheme (SUD/694/11) of 31 January 1977

If this Profile is more than a year old further up-to-date information may be found in ETIC Archives.